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Revision of Childhood Certification Program to Include Students with Disabilities

The College at Brockport, College Senate

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SUNY BROCKPORT

College Senate
State University of New York College at Brockport
350 New Campus Drive
Brockport, NY 14420-2925
516-395-2586 (Fax) 516-395-2246

Resolution # 22 2006-2007 COLLEGE SENATE

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *March 5, 2007*

RE: ☐ I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: ***Revision of Childhood Certification Program to Include Students with Disabilities*** #37 06-07 UC

Signed: *Jeffrey T. Warbrooke*
(Dr. Jeffrey T. Warbrooke, 2006-07 College Senate President)

Date: 3/22/07

Please fill out the bottom portion and return document to the College Senate Office.

TO: The College Senate President

FROM: College President

☒ I. Decision and Action Taken on Formal Resolution (circle choice)

☒ a. Accepted

• *Implementation Effective Date: Fall 2007

*Date resolution will begin to be used by the College (i.e. spring, fall, when included in catalog, etc.)

b. Deferred for discussion with the Faculty Senate on ____/____/____

c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ____/____/____

b. Comment: _____

DISTRIBUTED BY PRESIDENT'S OFFICE TO: President's Cabinet

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: *John R. Halstead*
(Dr. John R. Halstead, President, SUNY College at Brockport)

Date: 3/26/07

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

Routing Number	#37 06-07 UC
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ROUTING NUMBER TO BE ASSIGNED BY SENATE OFFICE

DEADLINE FOR SUBMISSIONS: FEBRUARY 23

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS:

- Submit only complete proposals.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal (available online at www.brockport.edu/collegesenate).
- Email proposal and this cover page to senate@brockport.edu and facprez@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. PROPOSAL TITLE:

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Revision of Childhood Certification Program to Include Students with Disabilities Education.
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2. BRIEF DESCRIPTION OF PROPOSAL:

The Childhood Certification Program revision includes Students with Disabilities Certification. Two special education courses have been added along with changes in methods courses. There is <u>no</u> change in the total number of credits.
--

3. ANTICIPATED DATE OF IMPLEMENTATION:

Fall, 2007

Enter date this will be effective if passed by the Senate.

4. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
1/17/07			

5. SUBMITTED BY: (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Dr. Eileen Daniel	EHD	5505	edaniel@brockport.edu

6. COMMITTEES TO COPY: (Senate office use only)

Standing Committee	Forwarded To	Date
___ Enrollment Planning & Policies	Committee	1/19/07
___ Faculty & Professional Staff Policies	Executive Committee	2/12/07
___ General Education & Curriculum Policies	Senate	2/19/07 – vote 3/5/07
___ Graduate Curriculum & Policies	Senate President's Signature	3/22/07
___ Student Policies	College President's Signature	3/22/07
___ Undergraduate Curriculum & Policies	To Vice Provost	
	Other	

*(ROUTING NUMBER IS A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY ACADEMIC YEAR AND COMMITTEE INITIALS)

Childhood 1-6

SED Program Name: Childhood Education
Award: BS
IRP Program Code: 24246
Certificate Area and level: Childhood Education (Grades 1-6)/Initial Certificate

SED Program Name: Childhood Education
Award: BA
IRP Program Code: 24247
Certificate Area and level: Childhood Education (Grades 1-6)/Initial Certificate

Rationale for Program Revision

The Department of Education and Human Development proposes to revise the childhood initial certification to include Students with Disabilities Education grades 1-6.

Revised programs are consistent with the New York State standards for registered programs leading to both the initial and professional certificates found in section 52.21(b) of the Commissioner's Regulations.

A comparison of the new program to the old program.

The Childhood 1-6 Inclusion Education program will continue to require the following admission prerequisites:

All programs require a minimum cumulative GPA of 2.5 for entrance and continued eligibility.

NYS Teacher Certification:

The revised program would also lead to initial certification in the title area of Students with Disabilities grades 1-6. Students will receive the college endorsement for the following certificates upon completion of the program:

- Childhood Education (Grades 1-6)
- Students with Disabilities (Grades 1-6)

Current

Proposed

Phase	Current Program	Credits		Phase	Proposed Program	Credits
I	PSH 384 –Child Psychology	3		Pre-admission	PSH 384 –Child Psychology	3
	HLS 301 – Principles of Healthy Living	3			PRO 370 –Health and Drug Education for Teacher Candidates	1
	EDI 330 – Inquiry Into Learning	3		I	EDI 330 –Inquiry Into Learning*	3
					EDI 413 –Introduction to Special Education	3
II	EDI 407 – Emergent Language	3		II	EDI 407 Emergent Language	3
					EDI 414 –Methods in Special Education*	3
	EDI 408 – Learner in Math, Science & Social Studies	6			EDI 423 -Diverse Learners in Social Studies	3
III	EDI 418Learner in Math, Science, Social Studies	6		III	EDI 425 Diverse Learners in Science	3
					EDI 424 Diverse Learners in Math	3
	EDI 417 – Language, Literacy, Learner	3			EDI 417 -Language Literacy Learner*	3
	EDI 325 – Diverse Needs of Learners	3			EDI 419 –Assessment in Special Education	3
	EDI 430 – Education and Society	3			EDI 430-Education and Society**	3
IV	EDI 455 Practicum	12		IV	EDI 455 Practicum and Seminar	12
	EDI 456 Professional Development Seminar	1				
		46				46

*Contains field experience

** May be taken in any phase following program admission

*A discussion regarding “Mission”, “Market”, and “Quality”. Specifically address the following issues:
How does the proposal reflect the campus mission focus?*

The revised program is focused towards providing qualified individuals with an undergraduate program pathway to childhood education plus students with disabilities teacher certification in New York State. Emphasis is placed on student learning and preparing teachers with the knowledge necessary to be successful educators of students in grades 1-6 in New York schools. The revised program includes two new courses entitled “ Methods in Special Education” and “ Assessment in Special Education” . These courses explore issues of diversity across disability, race, culture, language, gender, religion, and socioeconomic status, and address the philosophy of inclusion and collaboration for students, teachers, families, and communities. The revised program meets all the expectations of SUNY’ s New Vision for Teacher Education.

What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.

As more classrooms become inclusive, New York State is facing a shortage of childhood educators certified to teach students with disabilities in grades 1-6. In addition, school districts desire educators with experience in assessment and who can address the needs of diverse learners.

How is program quality addressed in this proposal?

This revised program will align to NCATE and Specialty Professional Association standards as well as New York State regulations.

Description of the new courses.

See attached syllabi.

Staffing.

Sufficiency of existing staff.

Existing staff will be sufficient for the revised program.

Need for new staff.

The Department is currently searching for two childhood and one special education faculty member. No additional staff are necessary at this time.

Additional cost (SUNY).

There are no anticipated additional costs to support these program revisions.

Effective Date (SUNY).

New programs will begin effective fall 2007.

January 17, 2007

To: College Senate
From: Eileen Daniel,
Interim Chair,
Education and Human Development

RE: Childhood Program Revision

I completely support the proposed revisions to the Childhood program. The revised program includes Students with Disabilities Certification with no increase in total credit hours.

The key changes include the following and are displayed in the side by side chart included in the proposal.

Summary of Changes:

Add:	EDI 413 (3 cr.); 419 (3 cr.)	+6 cr.
Replace:	HLS 301 (3 cr.) with PRO 370 (1 cr.);	-2 cr.
Replace:	EDI 408 & 418 (12 total cr.) with EDI 423, 424, 425 (9 total cr.);	-3 cr.
Replace:	EDI 325 (3 cr.) with 414 (3 cr.)	No change
Eliminate:	EDI 456	- 1 cr.

SUNY College at Brockport
Department of Education and Human Development
EDI 423 – Diverse Learners in Social Studies

Instructor:

Office Phone

Office Address

Email

Office Hours:

Course Catalog Description:

Fosters a teacher candidate's ability to appropriately design and deliver elements of social studies instruction in grades 1 through 6. Includes implementing social studies lessons for diverse learning needs, integrating technology and other content areas, and developing meaningful assessments. Addresses New York State Learning Standards and Social Studies Core Curriculum, and the Ten Thematic Strands from the National Council for the Social Studies.

Objectives:

- To increase teacher candidates' knowledge about current best practices in social studies education
- To provide teacher candidates with opportunities to integrate social studies with other content areas and with technology.
- To provide candidates with the necessary skills and understanding to critically reflect on instructional design, delivery and assessment
- To provide teacher candidates with experiences in lesson plan adaptations and modifications in social studies
- To enhance candidates' understanding of the National Council for the Social Studies Ten Thematic Strands and the New York State Social Studies Standards and Assessment Requirements

Rationale:

Diverse Learners in Social Studies is designed to enhance students' understanding of the Social Sciences and how to best introduce and teach the 10 thematic strands found within Social Studies. It presupposes that social interaction is critical for development of self and the understanding of others.

SUNY College at Brockport
Department of Education and Human Development
EDI 424 – Diverse Learners in Mathematics

Instructor's Name
Office Phone
Office Address

Fall, 2006
Email
Office Hours:

Course Catalog Description:

Allows teacher candidates to apply appropriate elements of instruction of mathematics in inclusive grades 1 through 6. It includes implementing problem-based mathematics lessons for diverse learning needs, integrating technology and other content areas, developing a range of meaningful assessments and addressing state and national learning standards in mathematics. In addition, teacher candidates will increase their content knowledge.

Objectives

This course is designed to enable teacher candidates to:

1. Recognize and use effective approaches in order to teach mathematics to all children in the elementary school, including challenging all learners to think and become independent in their learning and problem solving.
2. Develop and use techniques that will help all learners learn to communicate about mathematics with others through oral and written means.
3. Develop and provide mathematical experiences which help children become confident in their ability to do mathematics.
4. Develop and provide real-life problem situations through which children will study and apply mathematics. Through such experiences they will learn how to help children see the value of mathematics.
5. Build into lessons opportunities which allow children to reason about their understanding of the mathematical concepts they are learning, and problems which they are solving. Adapt and modify plans in mathematics.
6. Incorporate a variety of assessment techniques used to assess what the learner understands about a concept.
7. Develop and use technology in a meaningful way in the mathematics class.

SUNY College at Brockport
Department of Education and Human Development
EDI 425 – The Diverse Learner in Science

Instructor:
Telephone:
Office:

Fall, 2006
Email:
Office Hours:

Course Catalog Description:

Allows teacher candidates to apply appropriate elements of instruction of science in grades 1 through 6. It includes implementing inquiry-based science lessons for diverse learning needs, integrating technology and other content areas, connecting to families through science, developing a range of meaningful assessments and addressing state and national learning standards in science. In addition, teacher candidates will increase their content knowledge in science.

Objectives:

- To design and practice at least one standards-based and developmentally appropriate elementary science lesson with students in their field experience. To adapt and modify that plan to meet the needs of individuals in the classroom.
- To develop theory-based and practical strategies for implementation of national and state science teaching standards and their related science curricula.
- To utilize current technologies in meaningful and supportive ways to enhance research-based elementary science teaching strategies.
- To develop a “science vision for the classroom.”
- To develop a family-guided inquiry to be completed outside of the classroom with family/community members in an attempt to increase parental involvement in science education.
- To explore and inquire about the universe from the perspective of a child, in a practical sense.

SUNY College at Brockport
Department of Education and Human Development
EDI 413/513 – Introduction to Special Education

Dr. Moira Fallon
Office Phone: 2205
Office Address: 270 FOB

Fall, 2007
Email: mfallon@brockport.edu
Office Hours: TBA

Course Catalog Description: Introduces teacher candidates to characteristics and identification of students with exceptionalities according to state and national standards and laws. Explores issues of diversity across race, culture, language, gender, religion, disability, and socioeconomic status; issues of family/professional partnerships, learner-centered constructivism, collaboration and consultation skills, and community building. Addresses philosophy of inclusion and collaboration for all students, effective teacher performance, and special education laws. *3 Cr. Every Semester*

Rationale The rationale for this course is to examine the principles and practices of inclusive education in the context of raising the standards of achievement for all students. The legal and ethical mandate to include all students requires educators to be knowledgeable about inclusive education and competent in collaboration skills. Building meaningful and lasting professional and family partnerships is at the heart of the inclusion and collaboration process. School organizational structure, procedures, interagency collaboration, and professional practice within the requirements of federal and state laws will be examined and discussed. Family characteristics will be related to the meaningful inclusion of family members in the team process. Team interactions, models, and skills are explored in light of team dynamics and the tasks required of team members in the intervention process.

Objectives

- a. Issues in the definition and identification of individuals with diverse learning needs, including those from culturally, economically, and linguistically diverse backgrounds.
- b. Describe the characteristics of children with disabilities and their families.
- c. Discuss the models and continuum of placements for serving students with disabilities and their families.
- d. Understand the issues, assurances, and due process rights related to assessment, eligibility, and placements within a continuum of educational settings.
- e. Demonstrate skills needed to cooperatively plan an individualized Education Program (IEP) and implement interventions in the inclusive environment with professionals in related disciplines and with families of varying cultural, economic, and ethnic backgrounds.
- f. Demonstrate skills to work in a positive manner during team interactions, conflict resolution, consensus, and interpersonal relationships.
- g. Identify the rights, responsibilities, organizational structures, and procedures according to federal, state, and regional laws and requirements.
- h. Identify and practice team models and structures of family systems upon growth and development of children.
- i. To describe the roles and responsibilities that each team member, including families, brings to the inclusive education of the student with disabilities.

SUNY College at Brockport
Department of Education and Human Development
EDI 414/514– Methods in Special Education

Instructor
Office Phone
Office Address

Fall, 2007
Email
Office Hours:

Course Catalog Description: Explores the selection, modification, application, and evaluation of inclusive curricular materials and instructional techniques for learners with disabilities. Addresses the learners' abilities, learning rates, and styles of learning. Includes the use of assistive technology services and devices. Emphasizes development of a positive and supportive learning environment for all students. Includes a 50 hour field component. *3 Cr. Every Semester*

Prerequisites: EDI 413/513

Rationale The course is designed to familiarize students with methods and materials used when teaching learners with disabilities in the inclusive classroom according to New York's learning standards using curriculum-based and performance-based methods of individual instruction as an alternative to other educational approaches.

Objectives The students will:

- A. Correlate major learning characteristics of children with disabilities with programming needs for growth and development.
- B. Knowledge of methods of appropriately collaborating with, scheduling, and supervising teacher aides, volunteers, and paraprofessionals.
- C. Knowledge of linked systems of intervention, including methods of monitoring student performance and reporting performance to teachers, parents, or students.
- D. The ability to select and use a variety of instructional materials, strategies and techniques appropriate for students with disabilities.
- E. Create developmentally appropriate learning environments, including the ability to schedule and group children for instruction using different criteria such as levels of development, learning needs, and interest.
- F. Knowledge of and compliance with federal and state regulations regarding development of IFSP/IEP's.
- G. Knowledge of organization and management of adaptive technology for effective use in the inclusive classroom and or lab situation.
- H. Demonstrates the ability to create positive, structured, and supported environments in which students with disabilities and their families are valued and in which independence and self determination is encouraged.

Department of Education and Human Development
EDI 419/519–Assessment for Special Education

Instructor
Office Hours:
Email:

Fall, 2007
Phone:

Course Description: *Prerequisite:* EDI 413. Prepares teacher candidates with the skills, theory, practice, and knowledge needed to engage in quality assessment of special education students. Examines principles and criteria of evaluative and diagnostic techniques, norm referenced testing, criteria/referenced testing, and informal teacher-made tests. Explores the use and understanding of standardized tests and test scores in statewide assessments; necessary skills in the practical application of classroom assessment for special education students. 3 Cr. *Every Semester.*

Objectives:

Upon completion of the courses students will be able to:

- Understand the history, legal, political, and ethical issues of student assessment
- Be familiar with basic statistical and measurement procedures to help understand and interpret testing and test scores
- Understand and implement various formal and informal assessment techniques for individuals with exceptional needs in diverse educational settings
- Be familiar and utilize alternative forms of assessment
- Understand and be able to develop reliable and valid teacher-made assessments
- Understand and interpret standardized tests and scores
- Make data driven decision related to curriculum and pedagogy
- Develop a data collection and reporting system.
- Define and identify students' strengths and weaknesses and an appropriate ongoing assessment package from assessment results observing legal and ethical rules.
- Differentiate between forms of assessment to accurately measure/accommodate variety of differing students' needs (specific disabilities, language/cultural, etc.).

Rationale:

Teacher candidates must understand the complementary nature of the relationship among ongoing assessment, data collection, and instructional planning. The experience of experience with a variety of instructional and assessment strategies, activities, materials and theory creates possibilities for teacher candidates to develop their own pedagogical style and enhance learning among their students. The experience establishes an essential foundation for the subsequent study and use of effective teaching methods and technologies. Students will develop teacher-made assessments in performance assessment and will demonstrate proficiency in administration of standardized assessments.

SUNY College at Brockport
Department of Education and Human Development
PRO 370 -Health and Drug Education for Teacher Candidates

Instructor:

Email:

Office:

Phone:

Office Hours:

Catalog Description: Prepares childhood, adolescence, and physical education teacher candidates to increase their awareness of personal health, safety, nutrition, and factors that affect students' readiness to learn. Enhances skills to create a learning environment free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students. Provides SAVE (Schools Against Violence Education Legislation Certification and Child Abuse Detection Training. 1 cr.

Objectives:

Upon completion of the course, students will be able to:

- (1) Become more aware of personal health issues that impact the health of children and adolescents
- (2) Have knowledge of healthy diets and basic nutrition principles.
- (3) Understand safety issue that affect P-12 students
- (4) Become more aware of the extent and risk of substance use and abuse
- (5) Have knowledge of the means to identify and report suspected child abuse/maltreatment
- (6) Be able to identify dangerous environments and help prevent child abduction

Rationale

Teacher candidates are required to have knowledge and awareness of basic health and safety issues that affect their students. They are also mandated to complete trainings related to prevention and reporting of child abuse and safe school environments.